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ABSTRACT

The Street Academy is a program designed to meet the dropout as an individual--to assist, help and support him continually in his daily life. The academies operate from store-fronts located in neighborhoods where there are large concentrations of school dropouts. They are staffed, at the minimum, by a project director, a street worker, and a full-time teacher. Other street workers establish and maintain relationships with youth on street corners and other hangouts. The stated objectives of the program are: (1) establishing rapport with youth who drop out of Benjamin Franklin High School, as well as with those currently in school there but experiencing problems of adjustment and learning; (2) diagnosing and remedying the educational and related deficiencies of those referred, and helping them to return to school or to continue their education in other ways; (3) helping these students to build leadership qualities, and to raise their aspiration levels so they can become more effective in meeting life's problems in the community; and, (4) providing improved teaching techniques, curriculum, and enriched educational services, in addition to a host of other services crucial to survival in the ghetto. Institutional change in the high school and in the central administration was also a broad goal.
(Author/JM)

ED 059323

FINAL EVALUATION REPORT OF THE BENJAMIN FRANKLIN HIGH SCHOOL--URBAN LEAGUE STREET ACADEMIES

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UD 012093

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INTRODUCTION:

The school year 1968--1969 began in New York City with the most crippling strike in the history of the city's educational system, if not the nation's. The strike was perceived as a death struggle by most school personnel who were members of the striking union--the United Federation of Teachers. It was similarly perceived by the officials of the school system and under these circumstances it lasted for approximately two long, bitter months full of acrimony and charges and counter-charges.

This was a period when issues of increased pay were intermingled with much debate about decentralization and community control and their ensuing impact on the quality of education. Educators were concerned about the changes in school structure and the accompanying need for possible administrative reorganization.

The black communities i.e. Harlem, Bedford-Stuyvesant, South Bronx, etc., and the Puerto Rican communities, (lower East side, Williamsburg, East Bronx, etc.) were almost solidly against the strike and its resultant conflict with striking teachers--especially white striking teachers. There were charges of "white racism" and countercharges of "black anti-semitism." It was a bitter period during which hate and other emotions often raged at fever pitch.

After the strike was settled, most schools had many problems in re-grouping of forces, i.e. teachers, pupils, administrators, parents and community. There were even greater problems

in introducing new programs, or in continuing old programs where they had been left off. The Street Academies Project was no exception, as it got started and funded late. There were many broken bridges which had to be repaired. Likewise, the evaluation also began later than anticipated with completion of final contractual agreements and the initial Evaluation Team meeting being convened in March of 1969.

It was the combined judgment of the Evaluation Team that the events just described had a profound impact upon the actual Street Academy program as well as upon its evaluation. No venture--nor its evaluation--takes place in a vacuum.

1. Street Academy Description and Background:

The New York Urban League has pioneered a series of multi-pronged, intensive approaches to the problems of potential or actual school dropouts from ghetto areas. Among the most promising of these approaches are the Street Academies, established in 1963.

The overall background of the Street Academies has already been described in some detail in the evaluation of last year's first year of operation of the liason of one of the Street Academies (National City Bank's First Avenue Academy) with a local New York City high school (Benjamin Franklin High School).[1] The program has also been described by Chris Tree.[2]

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[1]Guerriero, Michael A. The Benjamin Franklin High School--Urban League Street Academies Program. Center for Urban Education, New York, New York, November, 1968

[2]Tree, Chris, Storefront Schools, The Urban Review, Center for Urban Education N.Y.C. N.Y. Feb. 1968

The Street Academy is a program designed to meet the dropout as an individual--to assist, help and support him continually in his daily life. The academies operate from store-fronts located in neighborhoods where there are large concentrations of school dropouts. They are staffed at the minimum, by a project director, street worker and a full-time teacher.

Other street workers establish and maintain relationships with youth on street corners and other "hangouts". Youth are recruited into academies for counseling and motivational experiences. The student moves from the Street Academy into an "Academy of Transition" an individualized development program of vocational or academic choice, for intensive remedial work. Included in the curriculum are english, mathematics, history, sociology and heritage. Deep sincere interpersonal communication between student and teacher, together with a continuing relationship with the street worker is considered the essential part of this program.

The next step is prep school for college preparation. During the prep school phase, the street workers maintain their supportive role with the student. Some students may elect to return to high school or an outside full or part time employment.

The present project is a multi-pronged cooperative one involving one of the Urban League of Greater New York's "Street Academies" located in two store fronts: one at 2241 First Avenue, houses class and recreational activities; while the other, nearby at 411 East 115th Street, is the administrative "cluster" (term to be defined later) office. Both are near Benjamin Franklin High School,

which is at East 116th Street and F.D.R. Drive.

In that part of the program at Benjamin Franklin High School teachers, counselors and administrative staff, support the Academy Street Workers based at the school. They seek to work together as a team to maintain constant contact with each other and with students in an effort to promote positive educational goals and reverse negative attitudes. When a student is forced out or drops out of school, he is referred to the Street Academy (by some member of the team) for remedial instruction. The street worker, as the key team member, maintains close contact with the student in an effort to remotivate him and in the process, ministers to his psychological problems and is supportive of his varied, complex and inter-related needs.

The Street Academy intends to provide an atmosphere of genuine and open acceptance based on respect and understanding. The street worker, who is often a product of the program itself, is utilized in this program of educational rehabilitation which comprises the basic arm of the academy program..."to break the cycle of hopelessness and failure of the adolescents and young adults of the Harlem ghetto..."

At this academy, there are twelve street workers or student advisors as well as a director and an assistant director, and two licensed teachers, all of whom have largely been recruited

from the community. The Director and the Assistant Director are not funded by the Title I funds provided to the program but are reimbursed by the New York Urban League. The stated objectives of the program are:

1. Establishing rapport with youth who drop out of Benjamin Franklin High School, as well as with those currently in school there but experiencing problems of adjustment and learning.

2. Diagnosing and remedying the educational and related deficiencies of those referred, and helping them to return to school or to continue their education in other ways.

3. Helping these students to build leadership qualities, and to raise their aspiration levels so they can become more effective in meeting life's problems in the community.

4. Providing improved teaching techniques, curriculum, and enriched educational services, in addition to a host of other services crucial to survival in the ghetto i.e. housing, legal, health (especially re: drugs,) employment, etc.

In addition to these specific objectives, a March 1969 conference with all available members of the Street Academy staff and of the Evaluation Team revealed one broad goal toward which the leadership and staff of the Street Academy perceived their energies, ultimately, to be directed. This was institutional change (broadly defined to include attitudinal changes at all levels of the school; administrative and organizational changes and massive curricular and extra-curricular changes) both within Benjamin Franklin High School

and at the higher levels of the office of the Local School District Superintendent and at the New York City Board of Education headquarters at 110 Livingston Street, Brooklyn, New York.

II. EVALUATION PROCEDURES AND DESIGN:

The Evaluation Team subscribes to the philosophy of Urban Ed, Inc., which believes that critiquing a project is secondary to the primary job of intensively evaluating the ongoing processes for the purpose of supplying the staff and students in the program with the type of information they need to help them succeed, and to set a model for future operation.

Thus, as was the case in the study of the first year of operation of this Street Academy, it is still believed that traditional evaluation procedures based on pre and post tests and detailed measurements of specific behavioral changes, are unwarranted at this time. Instead, this second year of evaluation is perceived less as an opportunity to assess behavioral change and more as a continuing effort to comprehend and to describe the program, and some of its more significant outcomes; and to set the stage for later desired analyses of progress made.

The evaluation focused on intensive observation and description of the processes and activities observed, including the reactions of all the persons involved.

It consisted of two main phases: (a) process evaluation, just referred to, which aimed at observing and determining to extent to which the program was conducted and completed in terms of the written objectives and (b) product evaluation, directed toward judging the impact of the program on the selected participants as well as the curriculum of the participating high school. This included a full description of educational and supportive psychological and cultural enrichment services.

Four groups of evaluations were utilized, including the Director of the Street Academy, who was included as a member of the Evaluation Team*: a significant innovation in evaluation procedures:

1. Spokesmen for the community-at-large.
2. Curriculum and guidance specialists with competencies in mathematics, reading, social sciences and guidance.
3. Teachers and/or school administrators.
4. The participating students.

The rationale for including these individuals in the evaluation team is that an evaluation of such a unique program should portray the merit and fault as perceived by well-qualified groups; with all opinions and judgments being systematically gathered and processed; prior to inclusion in the final report.

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*The Street Academy Director or his designated representative were included in all important meetings of the Evaluation Team. See Appendix II, for names and affiliations of evaluation team members.

A. The Process Phase:

The Evaluation team assessed how well objective one (see page 5) was achieved in two dimensions; one quantitative and the other qualitative.

The quantitative dimension was assessed by a 25% sample of the street workers, and a sample of the number of initial "contacts" he or she made in a given time. Tallies were then made of those contacted who, as a result of such "initial contacts" entered the academy, or returned to school, or remained in school, after a referral to the Academy from Benjamin Franklin High School staff. A tally was then made of those who remained within the program for a reasonable length of time. "Reasonable" was defined as based on a qualitative judgment of the effect of the program on individual participants.

In this qualitative dimension it must be realized, as the Evaluation Team eventually did, that the program can have an effect on individual and potential dropouts at any one of these levels of contact. Utilizing observation and analysis of anecdotal narratives, the Evaluation Team was able to gather data on the observable, qualitative dimension of objective number one.

Objective number two (see page 5) was assessed by utilizing a 10% sample of tnose who actually entered the Academy for the third level of contact as described above. Thus, the types of educational and related deficiencies defined by the Benjamin Franklin

High School and by the Urban League Street Academies were first catalogued. This list, along with stated techniques for remediation at the Street Academy, was utilized to help assess how well the deficiencies were being corrected; i.e., by a study of records.

A report of the results was utilized to evaluate further whether objective two had been met. This report also included the percent of the sample which returned to school or continued its education in other ways or was guided into other socially acceptable activities.

To meet objective three (page 5) the Evaluation Team realized the difficulties in using the more common evaluative procedures in assessing such intangibles as "Leadership Qualities" and "Aspirational Levels." Urban Ed, Inc., has devised a unique field study technique on the assumption that real aspiration levels will manifest themselves only in live, real situations. Therefore, the Evaluation Team drew a sample (10) pupils of new members of the Benjamin Franklin High School Street Academy and had planned to conduct two taped recorded group sessions led by a street worker: one was to be done early in the year. As many of the original members still attending the Benjamin Franklin Street Academy five months later, were to participate in one more taped session. In this way, we would have had a pre-post measurement. The topic of the sessions was to be: "How To Make It in The Ghetto."

A trained psychologist who specializes in problems of urban adolescents, and has had no previous contact with this project, was to analyze the difference in the pre and post treatment protocols.

Because of the delays and problems referred to in the "Introduction" it was decided to abandon the concept of pre and post test measurement for this part of the evaluation, the only one in which this concept had been intended. Instead, the taped interview was conducted at the end of the project and utilized as a retroactive and retrospective evaluation of personal experiences and of the impact of the Street Academy on the lives of a randomly selected group of ghetto youngsters.

To assess objective four (page 5), the Evaluation Team employed observation, interviewers and analyses of curriculum materials, records and reports. The goal was to determine, and to catalogue, all the strengths, and the weaknesses of the program; based on expert opinion and the opinions of those whom the program was intended to serve.

B. THE PRODUCT PHASE:

This included description of the educational, supportive psychological and cultural services offered; and a tally of those contacts made by student advisors. In this way, we were able to report on the quantitative and qualitative dimension of objective one as described, as well as providing data on extent of achievement of objective two.

II. REVIEW OF TECHNIQUES EMPLOYED IN EVALUATION:

The major focus in evaluation this year (worked out in conjunction with the Street Academy staff) was on observation; individual and group interviews with students, staff and community residents; and analysis of the various records and new reporting systems which the Street Academy instituted in September, 1968.

Although the use of these techniques made possible a certain amount of quantification, the Evaluation Team was less interested in quantifying--important as this was in our planning--and more concerned with the Academy experience and its impact on the lives of the youth it sought to serve. There was a general agreement that the real significance of what was going on could never be reflected in the statistics but only in the personal experiences of those in the program.

I. Achievement of stated objectives--Objective I.

a. PROCESS EVALUATION:

The sample of adolescents with which the Street Academy actively seeks to work--by choice--is a group which has variously been labeled "unteachable" (schools); "unreachable" (social agencies); "unemployable" (industry), etc. Their very existence is a reflection of the inability of existing societal institutions to get meaningfully and directly involved with them.

The Street Academy appeared to have unparalleled success in establishing rapport with (objective I), and positively engaging

these young people in a diagnostic, remedial program (objectives II and III.) The results of discussions with 25% i.e. (3) street workers (of the twelve employed) and a study of their reports, along with the reports and records of the entire staff from September, 1968--March, 1969, are reported in Table I below.

TABLE I

"HOLDING POWER" OF STREET ACADEMY FOR 67 STUDENTS* (from 9/68-3/69)

STUDENT:	DATE ADMITTED:	DATE RELEASED:	DISPOSITION:
#1	9/16/68	2/24/69	D
2	9/16/68	----	A
3	9/16/68	2/19/69	S
4	2/ 4/69	3/ 3/69	T
5	9/16/68	1/28/69	W
6	1/16/69	----	A
7	1/16/69	2/10/69	T
8	3/ 7/69	----	A
9	9/16/68	11/ 8/68	W
10	2/ 4/69	2/ 7/69	S

*All students who enrolled in the Academy and attended at least a week of classes are included. (NOTE: DISPOSITION CODE IS AT THE END OF THIS TABLE.)

TABLE I CONTINUED:

Student:	Date Admitted:	Date Released:	Disposition:
11	9/16/68	2/4/69	T
12	2/24/69	2/28/69	H.S.
13	2/18/69	2/25/69	H.S.
14	1/14/69	2/4/69	H.S.
15	1/16/69	1/27/69	W
16	12/9/68	12/20/68	W
17	2/26/69	----	A
18	10/10/68	2/4/69	T
19	9/16/68	----	A
20	11/15/68	2/12/69	W
21	11/18/68	----	A
22	11/19/68	12/6/68	S
23	12/17/68	1/7/69	H.S.
24	1/ 8/69	1/20/69	T
25	1/14/69	1/16/69	H.S.
26	10/28/68	1/14/69	W
27	11/14/68	12/6/68	S
28	2/28/69	----	A
29	1/17/69	----	A
30	11/21/68	----	A
31	2/ 7/69	2/19/69	S
32	1/17/69	----	A
33	1/17/69	2/16/69	T

TABLE I CONTINUED:

Student	Date Admitted	Date Released	Disposition
34	10/1/68	----	A
35	1/6/69	----	A
36	10/8/68	----	A
37	9/16/68	----	L
38	2/26/69	3/4/69	H.S.
39	2/ 5/69	----	A
40	10/6/68	----	A
41	2/12/69	----	A
42	10/30/68	----	A
43	9/16/68	1/27/69	T
44	12/17/68	2/4/69	T
45	2/13/69	----	A
46	2/14/69	----	A
47	2/27/69	----	A
48	2/13/69	----	A
49	9/16/68	----	A
50	12/18/68	----	A
51	1/4/69	1/27/69	T
52	2/18/69	2/25/69	D
53	3/6/69	1/17/69	L
54	9/30/69	3/5/69	T
55	2/26/69	----	A
56	12/9/68	----	A
57	2/26/69	----	A
58	12/9/68	2/10/69	D

TABLE I CONTINUED

Student	Date Admitted	Date Released	Disposition
59	11/1/68	----	A
60	1/20/69	2/4/69	T
61	10/5/68	2/6/69	T
62	12/7/68	2/14/69	T
63	1/16/69	1/28/69	T
64	12/3/68	12/17/68	T
65	2/24/69	----	A
66	12/10/68	----	A
67	12/17/68	----	A

DISPOSITION CODE:

A STILL ATTENDING

D DETENTION HOME

S SUSPENSION

T ACADEMY OF TRANSITION

W WORKING FULL TIME

H.S. READMITTED TO HIGH SCHOOL

L MOVED

The basic data in Table I are further refined in Table II as follows.

TABLE II

"HOLDING POWER" OF STREET ACADEMY CONTINUED,
FOR 67* STUDENTS

CATEGORY:	NUMBER:
STILL ATTENDING	30
ACADEMY OF TRANSITION	15
RETURNED TO HIGH SCHOOL	6
WORKING FULL TIME	6
SUSPENDED FROM HIGH SCHOOL	5
DETENTION HOME	3
MOVED	2
TOTAL:	67

*The group of 67 was made up of 58 males and 9 females; 54 of whom were black and 13 of whom were of Spanish origin (i.e. Puerto Rican, Cuban, etc.)

Since the street workers are constantly "out on the street" they make many "initial contacts" and it was not possible to obtain an exact estimate of the number of whom they contact, who eventually go on to, and succeed in the Street Academy. They work with a fluid and ever-changing population, at a variety of levels, until they succeed in getting a percentage to the Street Academy.

Once there, they follow progress very closely and keep in touch with both the student--and teacher--as long as--and whenever (day or night) needed. It can truly be said that the Street Worker is the "heart" of the program, for any one youth; and that the "program" is not confined to the physical location of the Academy. It goes on in the class; the streets; in a pool hall; in a home; on a bus; at a Court hearing; morning, afternoon evening or night.

Using a different time span (January-June, 1969) Table III below presents the full-range of services of the East Side Cluster* and the number of students being served:

TABLE III
REPORT OF ACTIVITIES
January-June 1969

PROGRAM:	NUMBER OF STUDENTS INVOLVED:
Street Academy	54
Street Workers	100 (estimated)
College Counseling	20
Tutoring Program	75
Neighborhood Youth Corps Tutors	10
Camps & Summer Program (Planning for Summer of 1969) (NOTE: ACTUAL SUMMER PROGRAM DESCRIBED LATER)	50
Employment Referrals	90
Recreation	50
Legal	15
Narcotics	10
Health	5
TOTAL:	479 (approximately)

*The designation for all phases of the many faceted program, i.e. in Benjamin Franklin High School, in the Benjamin Franklin First National Street Academy; in the streets and in the "headquarters" storefront nearby. Note: The "Cluster" will be described later in more detail.

Table III is further broken down in Table IV below, for those in the Street Academy program *per se*.

TABLE IV

JANUARY to JUNE, 1969 STREET ACADEMY PROGRAM STATISTICS

CATEGORY:	NUMBER:
Presently Attending (6/30)	14
Returned to High School	2
Graduated to Academy of Transition	21
Sent on to Harlem Prep	1
Drug Rehabilitation Program	2
"On the Streets" or Working	15*
TOTAL:	55

As a major step toward achieving Objective IV, the Academy leadership in evaluating last year's program (independently and in the light of the C.U.E. Evaluation Team's report,) established a new administrative organization in formalizing the concept of a "cluster" which had been evolving all year. The East Side Cluster comprises a staff of 18: twelve street workers; three teachers; (one teacher also a member of administration); and four co-directors who work jointly in administering programs.

The term "cluster" was originally intended to apply to a group of street academies which were to circle, figuratively, Benjamin Franklin High School to provide saturated services.

*Note: Streetworkers continue to work with this group and they often return to the Academy so are not classified with any such terminal designation as "dropout".

However, funds were not forthcoming to implement this concept and the term "cluster" took on a new meaning. Instead of a group of academies, what resulted was a coordinated group of programs, i.e. the East Side Cluster. There are four inter-related locations making up the "world" or "territory" of this cluster, i.e. (1) the actual First National Street Academy on First Avenue (between 115 and 116 Streets) (2) the whole of Benjamin Franklin High School, stretching from the halls to classrooms and cafeteria; from the bathrooms where youth congregate to smoke and "rap" (talk) to the politics of the governing council of the school (Franklin Improvement Program Committee or F.I.P.C.); (3) a storefront "cluster" office at 441 East 116th Street, between the school and the academy, which serves as a hub of the entire operation and (4) throughout the community in East and West Harlem and parts of the South Bronx, where the streetworkers frequent local "hangout spots" of youth, i.e., pool halls, street corners, recreation centers, clubs, etc. The cluster is thus converging on the problems of youth in a multi-faceted set of directions, local habitats and programs; with the goal of meeting the needs of the youth wherever, whatever and whenever they require.

The specific programs envisaged are:

1. Employment referral
2. College counseling and placement
3. Tutoring
4. Neighborhood Youth Corps
5. Lunch
6. Medical and dental (Metropolitan Hospital)
7. Legal counseling
8. Narcotics referral
9. Recreation
10. Camp and summer program

Not all of these programs were fully operational since, in effect the number on the staff is essentially the same as last year. There has been an administrative restructuring and some additional space (the cluster office) has been added; but the number on the staff would probably have to be doubled for these programs to be fully operational. At present, improvisation, extra effort and multiple functions and roles make it possible to meet the many needs. For example, when cluster office closes at 5:00 p.m., a streetworker comes in and doubles as the coordinator of the tutoring program, serving about 75 neighborhood children. For organizational purposes, virtually every staff member has two jobs, i.e., his own and then as coordinator of one of the special programs. This requires much energy, dedication and cooperative effort; qualities in which the Street Academy staff abounds.

b. PRODUCT EVALUATION:

Several of the cluster's newer efforts will now be described in an effort to provide insight into the comprehensive nature of the overall strategy.

1. Tutoring and Neighborhood Youth Corps Programs.

Part I. SEPTEMBER, 1968 to MARCH, 1969:

The tutoring program began during the school strike of the fall of 1968, with approximately twenty students and six tutors. The program was started through the requests of students who lived near the 441 East 116th Street East Side Cluster Office for a place to do their homework and get help, through the interests of Elizabeth Rintoul a Street Academy teacher. (Note: Tutoring had been offered

last year, with students and teachers from Benjamin Franklin High School as volunteers, but this eventually was discontinued.)

During the school strike, the center grew in size to around forty students and twelve tutors, and the structure and educational directions of the program were initially established. The children were divided into two groups; the first being those up to sixth grade; the second being those in and beyond sixth grade. With all students they reviewed and new work was done; largely in math and english. During this period materials were accumulated from the 121st Street Summer Girls' Academy and private sources.

After the school strike, the center turned to helping the students with their homework and attempting to strengthen the students' weaknesses. Also, the hours were changed due to the increasing number of students, so that there were three groups, each with an hour's time. (Group I kindergarten to fifth grade; Group II, sixth grade and seventh grades; Group III, eighth grade to Twelfth grades.) Each group consisted of about twelve students.

In November and early December there were two special projects. The first was a field trip for twenty-one students, largely from the oldest group, and nine tutors to see the Negro Ensemble Company in "God is a Guess What," and the second was a Christmas party for all students.

The tutoring program was fortunate to receive from Anthony Kallman, a donation of $100.00 for its purposes. This money was placed in a savings account at the First National City Bank,

until an evaluation of the tutoring program had been completed and priorities and needs clearly established.

After the new year, the center expanded and started to use the First National City Bank Street Academy between 6:30 and 9:00 p.m. This change allowed for the groups to have longer hours, and for the quality of the tutoring to improve through better facilities and better regulation. By this time, the number of students on record had grown to sixty and the tutoring staff to twenty five. Finally, early in February the girls on Neighborhood Youth Corps Job Structure paylines* were assigned to tutoring with the first group of students, further complementing the staff.

The goals of the program and its efforts through March, 1969, were providing a good learning situation for the students, building a large volunteer tutor staff and establishing a smooth operating structure. These goals as perceived by the staff, were to some extent achieved. At the end of this description future goals and projects will be suggested.

PART II: PRESENT STRUCTURE:

The following is a listing of the present status of the tutoring program:

Location: East Side Cluster Office, 441 East 116 Street and First National City Bank Street Academy, First Avenue

Hours: 5:30 to 9:00 p.m., Tuesday, Wednesday, Thursday

Students: Group I: Ages: preschool to fifth grade
Hours: 5:30 p.m., to 7:00 p.m.
Location: 441 East 116th Street
Twenty three students working, largely on homework and reading.

*See Appendix III for guidelines developed for utilization of the government funded Neighborhood Youth Corps as an incentive--pay device for Street Academy youth.

Group II Ages: sixth and seventh grades
Hours: 6:30 p.m. to 9:00 p.m.
Location: First National City Bank Street Academy

Twenty one students working on homework with academic tutoring.

Of the sixty-five odd students now registered, around 60% come on any given night. Very few though, never come as contact is maintained with around 98% of the students.

Staff: The staff of the tutoring program consists of tutors from the following organizations:

East Side Cluster Staff	4
First National City Bank	3
Neighborhood Youth Corps Students	6
Alpha Kappa Alpha Sorority	2
Volunteer Coordinating Council (Mayor's Office)	1
Columbia Volunteer Coordinating	1
Urban Coalition	1
Manufacturers Hanover Trust Company	3
Referred from other organizations or come in on their own (including Headmaster of Harlem Prep)	4
Previously in files	4
Personal recruitment	7
Total:	36

Of this number, 28 are now working, six have stopped and two are temporarily busy

PAID:

WILLIAM BOTZOW, Coordinator of entire program. In charge of 441 East 116th Street tutoring center

ANTHONY MOLYNEAUX, in charge of First National City Bank Street Academy

NELLIE HESTER, tutor. First at 441 East 116th Street, and then First National City Bank Street Academy

OLIVE WILLIAMS, tutor at 441 East 116th Street when office duties allow.

VOLUNTEERS:

Three nights a week:

Jack Browning
Delmar Salomon

Two nights a week:

Edward Carpenter
Louis Slesin

One night a week:

Ann Gallagher
Ned Hewitt
Emily Schwab
Jim Minookin
John Cole
Denise Worrell
Ellie Marsch
Mrs. Larcie Davis
Jerry Rubin
Ann Rubin
Polly Robertson
John Wendelboe
Susan Omansky
Debby Tierney
Dianna Greenwood
Mrs. Espinosa

Temporarily inactive:

Hilda Gammage
Roberta Wood

Neighborhood Youth Corps:

Norma Coker
Verna Lewis
Karen Davis
Brenda Felix

PART III SUMMARY AND SUGGESTIONS (via interview of tutoring staff)

At present (April, 1969) there are sixty five students who participate in the program, whom the staff is responsible for. The large size of this body and the increasing demands for follow-up work on the students calls for changes and improvements in the program, in the opinion of the tutoring staff. The areas that now demand constant attention are student processing, tutor coordination, and increasing the smoother management of the program. Areas that need immediate attention are: streetwork, curriculum development, student testing, fund raising, work with students' families, coordination with students' schools on records and problems, medical help, tutor training, summer jobs and planning, trip planning, etc.

The program now has a large staff, but not a staff that can cope with all of these problems--problems that must be met to insure a good tutoring facility. It is significant that there is not one full time staff person involved in a job that handles a student body of over sixty and a staff of twenty-seven, both of which could and should grow. In the estimation of the tutoring coordinator (who also serves as a streetworker) in March, 1969, the program was at a crucial point for it had grown to a large size and arrived at a workable structure. However, to accomplish maximum returns he felt that a firm commitment had to be made to the tutoring program, both by the total East Side Cluster and by the tutoring program staff--a commitment that had to involve time and, to a certain extent, money.

The coordinator believed that the program must be done right or not at all. To achieve this, the program must have a full time director whose specific job is to oversee the entire program, work

in the areas and directions named above, and conduct both tutoring centers in the evening. Also, he felt that the program should be expanded to four nights a week, using Monday nights, an expansion that would demand more tutors.

Finally, it was his opinion and position that the above must be accomplished to insure the future of the tutoring program. The program was felt to be very worthwhile, but it was extremely important to him that it function fully, for he did not feel that the East Side "cluster" could afford to maintain and be responsible for a program that was otherwise.

The tutoring program is an excellent example of the flexibility, creativity, dedication and capacity for self-criticism and constructive self-evaluation which have impressed the Evaluation Team as major characteristics of the over-all Street Academy staff during this second year of the evaluation.

2. Summer, 1969 Program:

The Evaluation Team decided that the best way to show the development of the Street Academy's staff (from last year to the present) would be to present the staff's own report on the summer Program (as Appendix III). Although top administration was responsible for preparation of reports during our first evaluation the staff had not yet developed sufficiently at that time to be involved in such activity other than minimally. In contrast, this year there has been an ongoing program of staff development involving maximum sharing of responsibility, with the resul being the assumption of much leadership by staff in activities such as recording and reporting outcomes. Of particular significance in the summer report are

its recommendations for Fall 1969 curriculum innovations and the breadth of activities: from camping to travelling to sports to tutoring to encounter groups. A statistical summary of the Summer Program follows in Table V.

II. Achievement of Stated Objectives: Objective 2:

a. Types of Educational and Related Deficiencies as defined by Benjamin Franklin High School and the Urban League Street Academy:

1. By the High School Staff: When interviewed informally over the past two years, teachers and administrators tended to emphasize the following deficiencies of youth referred to Street Academy (not in order to importance):

a) Unmotivated
b) Discipline problem
c) Reading handicap
d) Excessive absence
e) Experimenting with drugs
f) Aggressive
g) Slow learner
h) Withdrawn

2. By the Street Academy Staff: While recognizing many of the above listed characteristics as deficiencies, the Street Academy staff tended to stress assets rather than deficiencies. Thus, they mentioned:

a) Great potential
b) Leadership
c) Openness
d) "Hip" i.e. shrewd
e) College material
f) He can make it

Such comments pervade the Street Academy environment. They have great confidence in the ability of "their" kids to change; to learn; to achieve; etc. The atmosphere itself becomes one which

encourages the youth in attendance to have confidence in themselves--a commodity which very few possess when they first arrive at the Street Academy.

Lest we create the impression that the Street Academy staff does not recognize the deficiencies--nor the enormity of the tasks confronting it--let us quote from some record vignettes for a flavor of the condition of the typical first arrival at a Street Academy (from records of Street Academy Workers):

1...The light-skinned boy sat opposite me, his head hung in deep dejection. So much pain and experience had already been crammed into his eighteen years. His problem was complex--he had made two girls pregnant. He planned to marry one and was desperately trying to secure money for an abortion for the other...

2...Calvin Edwards* was sitting on the stoop telling me of his disappointment that afternoon. His father, whom he had not seen in seven years, had recently called him to make an appointment for that day. Calvin had waited for two hours, but his father never showed up. He asked for permission to call me his father...

3...The tall, lanky boy was hanging over the desk expressing himself with authority and telling me his deepest thoughts. He had just taken his first mainline shot of heroin and he screamed out at me that he had always felt inferior but now he felt nice. "Now you can pay attention to me 'cause I'm a bad guy too..."

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*Fictitious names applied.

4...George Brown* is an impressively built young Negro athlete. He is one of the best basketball players in Harlem. It was a depressing sight to see him weeping bitterly into his pillow because he took a shot of heroin after being "clean" for seventeen days...

5...Stephen Johnson's* case was being thrown out of court as a result of some hard behind-the-scenes work to achieve for the boy a strong probation report. I didn't want Stephen to go back to jail. His potential lies with his freedom..."

6...The boy with deep psychological problems is in love with a girl several months pregnant. The baby is not his. The relationship has met mutual needs, but it is hard to become accustomed to the human tragedy of the involvement...

7...The scene is the bathroom. Two towels and two belts hang on the rack. I rip the belts down in disgust because I know their use--a temporary tourniquet to set up the deadly heroin injection...

8...The scene is the Econoline. It is the end of a long day. The vehicle represents my ride home. Huddled in the front seat are three of the fellows. As I open the door, the scent identifies their preoccupation--they are smoking marijuana...

Staff members, then, do not ignore deficiencies in their students. They are all too painfully aware of them because of the

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*Fictitious names applied.

intensity and extent of contact with such problems in their own lives--and because of the depth of the relationships formed with students. However, they are not overwhelmed by the deficiencies. They were characterized by one member of our team as "...dedicated, optimistic realists, who can be both tough and tender almost at the same moment..." They believe deeply in the potential of their students--and in their own ability to arouse this potential and to direct it into constructive channels.

B. Techniques for Remediation:

All team members felt that the major and pervasive determinant of the considerable success which this Street Academy is having in reversing deep, and often pathological patterns of failure, defeat and hopelessness in its students is the positive attitude of the staff towards the achievement potential of its students.

TABLE V ANALYSIS OF STUDENTS IN SUMMER PROGRAM:

September 30, 1969

Street Academy Enrollment	26--30
Camp Placement	4
Special Summer Programs	1
*Basketball Tournament (six teams)	48
Private School and College Placement	6
Job Placement	10
Tutoring, and summer activities (Swimming, ball team, camping trips, museums, state parks, etc.)	58
Follow through on students now elsewhere (drug programs, jobs, other schools)	15
TOTAL:	168

N.B. No student has been counted twice

*Most Valuable Player won scholarship to Laurinburg Institute.

1. The Street Worker: The Evaluation Team recognized the street worker as the major agent of motivation. The students also perceive the academy teachers as most interested, helpful and concerned. Although this tends to be true of those who get into the "mainstream" of the academy, there is a sizable body of youth who, because of their multiple problems, are much more difficult to "hook" and who require extensive counseling, effort and time--over a long period of time. Talking informally to such students who are not in regular attendance at the Academy (and to some now in regular attendance--or even graduates-- who see themselves as having been even more intractable than some of those now being described) one senses the deep respect in which the street worker is held. ..."he saved me..." and "...he cares about me..." are not uncommon expressions. The street worker is perceived as an interested adult who will take the time and trouble to become a friend. He does not wait for the teenagers to come to him, but he goes where they are, i.e., community center, the street, the pool hall, etc. He reaches out constantly and extends himself and makes himself available--at 11 hours of the day or night--seven days a week--especially when needed. He is the motivator, counselor, friend, father disciplinarian and companion. He initiates change--he becomes a substitute for the broken down family structure. He becomes the great encourager--"He talks, pleads, scolds and molds..." to quote an early street academy informal--an unpublished--report.

The street worker thus becomes a vehicle through which hope and purpose can be instilled into the apathy, brokenness and indifference of the street culture. He will help provide the motivation which will make later successful programming and/or teaching and learning possible..."A dedicated street worker wants so much for the street-oriented adolescents to know the riches of their potential and for society to realize the tragedy of their neglect..." (quoting from the same unpublished academy report.)

It is recognized that this begins to have a mystical or perhaps a missionary flavor. One recalls a recent recruiting slogan of the National Teacher Corps: "Missionaries in the Classroom." To become a good street worker one must, in fact, accept a call to dedication and determination. To repeat--the very heart of the Urban League program is the street worker. Many of them live in resident apartments right on the same streets where the adolescents live. They are virtually round-the-clock role models. They are literally always available. They constantly express concern--sometimes by exercising firm discipline to neglected youth. In so doing, they lay the foundation for the teaching program of the academy.

2. <u>The Teachers:</u> This group of teacher is no less concerned, committed and dedicated. In fact, some of them have been successful street workers. Many of the same qualities--especially attitudes--are necessary in both activities. But the teacher faces the task of making palatable that which had previously been anathema, i.e., books, study, homework, etc. As a result (he or she--two of the most successful teachers encountered by the team were females, one white and the other black) must move very slowly,

being extremely sensitive to the needs and to the readiness for learning of his students, whom he sees in an informal, small-group (usually not more than 6-8) atmosphere. A very high degree of individualization is not only required, but can be achieved in this setting, which stresses relaxation, informality, relationship and mutual respect of virtual equals.

The classes observed were characterized by highly relevant teaching materials*, i.e., books about people with whom the students could identify readily; and by an intensity of concern, interest and spirit on the part of the instructors.

In contrast to most of last year (when the academy was plagued by lack of funds) there has been a considerable augmentation of teaching resources. For example, on one visit, a teacher was working with three students on some programmed materials (SRA Reading Lab. IIIa.) The students worked for the most part independently and the instructor was available to go over questions with each student from time to time as needed. No formal lesson was in progress but the teacher was readily available if the students wanted to ask questions; as well as, occasionally, to stimulate them to go on with their work. One of the boys left after about one-half hour. The second boy was rather fidgety, although he seemed to finish a few sections, including questions, of the program. He was up and down

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*See the list of textbook materials (in history, mathematics and english) reported on in the C.U.E. Urban League Street Academies Report (op. cit. pages 34-36). There have been additions since then; but they are essentially of the same type.

and about several times. The teacher described him as very bright but somewhat opinionated and not yet quite ready to confront himself squarely.

In another part of the academy, on this same day, several other students were being tutored in mathematics and seemed to be quite intent at their task.

During frequent observational visits to the Academy, the Evaluation Team continued to be impressed with the typical, informal, relaxed atmosphere. The sincerity and concern--as well as the feeling of personal strength and competence--of the teachers is immediately apparent; although all have different teaching styles and methods of conveying ideas and of drawing students into discussion to see if they really understand what is being taught.

3. Curriculum Materials:

A report in November of 1968,[1] found the books and texts being used toward the end of the academic year to be "...adequate, up-to-date, challenging, interesting, relevant for these students and indicative of thoughtful selection..."

Despite the "minority view" expressed in Appendices IV and V, the rest of the Evaluation Staff felt that the same comments still apply. The emphasis is on the words "...relevant for these students..." particularly in the areas of social studies and english. The "Reading Attainment System" graded reading cards (created by Educational Design, Inc.) and published by Grolier Educational Corporation, New York City, combined relevance with an interesting format and content which had implications for vocational guidance and solution of problems encountered in daily living. Some of the titles were: "But He's Got a Record"; "Taking Out A Loan"; "The Inside Store of an Employment Agency"; "Centers For Work and Training" (about the Job Corps); "Jobs With the Government"; "Training A Cop"; etc. These materials gave evidence of being used and were available in a readily accessible area; as was true of most of the other materials.

Also highly relevant, especially to problems confronting these young men and women daily, were paperbacks with titles such as "Pimp"; "Trick, Baby"; "Iceberg Slim"; "Malcolm X"; "Soul on Ice"; etc.

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[1] C.U.E. Evaluation of Benjamin Franklin High School--Urban League Street Academies Program (op. cit.)

Contrary to the evaluation of such materials as "sexy" or "lurid" (terms applied to similar Job Corps reading materials on page 30 of a September 5, 1969 New York Times article); such materials, in fact, have high interest value and, in addition to contributing to improved reading levels, have the virtue of being read; of developing the habit of reading and of leading the readers on to "better things" in history (i.e. "Studies in the History of Black Americans") and in the classics (i.e. "Othello"). Such materials appear to be no different than a large number of novels and plays tnat have, in fact, been accepted by contemporary society. An important factor to consider is that these materials do become communication tools and symbols of the written word.

There appeared to be more time spent by staff in curriculum material evaluation; leading to rejection of some materials and the purchase of others based on developing staff experience and maturity.

There was also a greater use, this year, of films, filmstrips and records and tapes; all of which contributed to a richer experience by stimulating more senses than just the written word.

4. Parents:

There was a significantly greater planned involvement of parents during this evaluation year; in sharp contrast to the virtual exclusion of any such plans last year. On the most fundamental level of communication, all parents were contacted regularly via form letter by the Director of the Academy (See Appendix VI). Although there was no evidence of systematic follow-up in every

instance of non-compliance with this request; there was frequent follow-up, as required, particularly in the more severe problems involving drugs. The Executive Director of the Evaluation Team was present one day, during a particularly poignant confrontation between the Street Academy Director; a young student who had not been attending the Academy because of the use of drugs, and his mother, a hard-working individual with deep concern about her son's welfare. The situation was expertly, skillfully and sensitively handled by the Academy Director, who explained later than this young man was one of the brightest prospects ever to enroll in the Academy. No miracles were accomplished during this scene. As indicated earlier, the problems were complex and deep-rooted. The waving of a magic wand will not begin to make an impact. However, real and genuine care was demonstrated by two significant people in the life of this young man; his mother and his teacher. Many more such confrontations will probably be required before this young man decides to "kick" his habit; if he ever does. The effort being made--the processes involved, were the significant factors; and these must be on-going, consistent and persistent before change can begin to take place. No one was being fooled that the task would be an easy one; but there was no evidence that anyone was dismayed by the odds in this case, and in the many like it which are the daily "curriculum" of the Street Academy.

5. Community Groups:

Recognizing the value in broadening its sphere of influence, the Academy this year seemed to be making a genuine effort to work with other community groups. Some of the areas of mutual effort were in the expanded tutoring which originated out of a community need during the massive teacher's strike in the Fall of 1968. The strike also resulted in removing one focus of community cooperation (the Franklin Improvement Program Committee--F.I.P.C.) for a considerable period of time and, in fact, it was a long time before this formerly tightly-knit group began to function together again with the same degree of mutual trust and respect which had characterized its earlier efforts. That it was eventually restored is a tribute, to the good-will and concern of all of the parties involved.

Also attesting to the Academy's increased sensitivity to the community was the hiring of two staff members from the local area: one of Italian background and the other of Puerto Rican origin.

6. Use of Records and Conference Techniques:

Records and files were noticeable by their absence in the past. There was a dramatic reversal of this deficiency, starting with a file cabinet which the Academy staff proudly unveiled for the Evaluation Team during its first visit.

Each staff member submitted quarterly reports on the

students he was responsible for; these were essentially in an anecodotal form and provided a rich, descriptive compendium of progress (and lack of progress) being made; along with planned steps or actions in each instance. In addition to enabling the staff and the Evaluation Team to assess the numbers of students present at the Academy and to gain insight into their status and development at particular points in time; the greatest value of these records was during the periodic staff conferences conducted to evaluate progress of students and to make decisions about programs, graduation etc. In addition, such records, if maintained regularly, and kept up to date; should provide an invaluable background for future follow-up research and evaluation concerning Street Academy long-term outcomes.

III. ACHIEVEMENT OF STATED OBJECTIVES: OBJECTIVE III

There were many planning and technical difficulties in conducting and taping the group interview on "How To Make It In the Ghetto." After a number of efforts, the tape was finally made but eventually proved to be virtually unintelligible and therefore, unanalyzable. Since this occurred at the end of the year; and the specifically chosen Academy students were no longer available to the Evaluation Team (after the summer of 1969); it was decided to fall back on the many formal and informal student interviews conducted by the Evaluation Staff members during approximately fifty visits to the Academy.

Almost all of the students inverviewed (some more than once) expressed the feeling that they were learning a great deal at the Academy i.e. how to study; to read better; to understand the value of education; to have greater self-confidence; to believe in themselves; that somebody cared etc. The individual personal attention of street workers and teachers was seen as a most positive aspect of the Academy experience and was often cited as being in sharp contrast to their public school experiences where they had, essentially, considered themselves rejected, unwanted, unloved ("...just like a number...any old number..."); with a few exceptions.

The Academy teachers received high praise which was extended to the street workers; for their competence, personality and the extent of their personal commitment. There was a deep feeling of respect--which the students felt was reciprocated--for their teachers.

Most of the students interviewed felt that their aspirations had been raised during the Academy experience. They now expressed greater hope, felt better prepared to cope with high school or advanced schooling; wanted to get ahead in life and felt that they could exercise some control over their own destinies. One student said that he was "going nowhere" prior to entering the Academy. After six months, he felt that he had learned more than in all his previous years in school.

Approximately twenty-five students were interviewed in some depth (some more than once, and by different team members). Almost all of these students (as well as a number of others seen briefly and more informally) concluded that their previous schools (both public and private) were disappointing and frustrating to them. They found the curricula to be irrelevant for them (as black and Puerto Rican students) and they concluded that the schools, their courses and their textbooks had been designed to prepare white, middle-class youth rather than people like themselves.

This point may be disputed by well-intentioned and sincere educators who will point to their own, and others, recent efforts to remedy this situation. However, we are here reporting on the deep feelings of virtually an entire generation of minority group adolescents, (in this instance mostly black and Puerto Rican) whose public and private school experiences ante-dated these more recent efforts. In fact, they concluded that the books were written in such a way--and intentionally--as to make the black student feel inferior. The slanted texts and, occasionally, biased teachers made the black child, in particular, feel crushed psychologically--he felt that he did not belong! They felt very strongly that the black history they were being exposed to in the Academy should have been offered in their schools.

Many of the students interviewed, especially the blacks, felt that their teachers had, at some time, shown racial prejudice towards them. Moreover, they agreed completely that most of their

teachers and counselors had often been oppresive and dictatorial and that, in fact, they had been "pushed out of school." Most of those interviewed felt that their teachers had, for the most part, just been babysitters; and that they had learned little, if anything, during their years of previous schooling.

IV. ACHIEVEMENT OF STATED OBJECTIVES: OBJECTIVE IV

Urban Ed Inc., decided to break new ground by including several members of the Street Academy staff as an integral part of the team. The objectivity of such a move might have been called into question in the past, but tne use of the Street Academy staff in this manner, in fact, proved to be a major asset. With such inclusion, the usual criticism of professionally /"top-heavy, university-based Evaluation Teams" (by community and anti-poverty program leaders and staffs) as being "too far removed to understand our problems;" "in the ivory tower or not with it.....they don't tell it like it it is"; are not valid. The presence of the Street Academy staff at all staff meetings kept the Evaluation Team constantly alert to the problems being faced and being dealt with by the operational staff. It increased everyone's sensitivity to the nature of the task being undertaken; and, consequently, sharpened the nature of the perceptions and the observations which resulted. In addition, the "credibility" of Urban Ed Inc. was enhanced considerably by the knowledge (on the part of the students, clerical staff, teachers and streetworkers) that they were not..."the enemy"...but people who were there to do a job which, in the long run, might help the Street

Academy program. It made access to students, records and files, and materials considerably easier than during the first year's evaluation, when the team were complete strangers who evoked considerable suspicion, anxiety and reticence on the part of all concerned. This does not mean that the millenium of program workers welcoming external evaluation with open arms was reached. It does mean that evaluation took place in a genuinely open setting which made it possible to examine the program with a good deal more accuracy than is usually possible (no matter how skillful the evaluators) when all aspects of evaluation are conducted by people external to the program. The possible risks to "scientific objectivity" were felt to be worth taking in view of the end results just described.

The aspects of the evaluation where greatest use was made of "inputs" by Street Academy staff were those involving in-depth examination of the strengths and weaknesses of the program by separate sub-groups of the Evaluation Team.

A. Teaching at the Street Academy:

STRENGTHS:

1. Small class size.

2. Casual and informal atmosphere.

3. Flexible class hours.

4. Individual, personal attention.

5. Streetworker-Teacher Team Effort*

6. Working at individual levels, i.e. especially in reading and mathematics

7. Relevant books.

8. Comparison of "old" (middle class) and "new" class materials.*

9. Opportunity to experiment with new or old methods and flexibility to change i.e. to discard what doesn't seem to work (including materials) i.e. self-evaluation.

10. Staff's sincerity of and steadfastness of purpose, i.e. dedication.*

11. Student-teacher in-depth relationships; with stress on, and no fear of involvement. (We approach our students with a deep respect* and**

12. Case conferences to evaluate student progress.

13. Positive expectations. (We start with the belief that our students have good minds.)*

WEAKNESSES:

1. Limited facilities and physical resources.

2. Insufficient space to assure privacy and freedom from distracting interruptions.

3. Inadequate funds, especially for materials and field trips.

4. Frequent loss of materials by theft.

5. Difficulty in locating and retaining (because of low pay) good staff.

6. Although informal self-evaluation and appraisal of materials etc. of great value, no formal staff-training with respected and competent outside, university-based consultation.**

*Starred items were felt to be especially significant by Street Academy Staff serving on Evaluation Team.

**Double starred items were felt to be especially significant by University-based evaluation team members.

B. The Students:

Strengths:

1. Ability to survive on the streets.

2. Keen, perceptive minds (largely as result of (1).

3. Minds are moving at a rate comparable to what's going on in their environment (and therefore they reject traditional, school approaches--and textbooks-which they feel are not in tune with their experiences and environment.)

4. Early independence--led to maturity at an early age.

5. More aware-politically, socially and economically and therefore, very discriminating.

6. Ability to handle severe emotional problems resulting from poverty, family stress, etc.

7. Tremendous resilience.

8. Very persuasive and they revel in the fact that they are.

Weaknesses:

1. Unversed in traditional academic i.e. study habits; "time orientation" etc.

2. Street on short-term goals.

3. Disbelief in future.

4. Disbelief in selves.

5. Inability to project and plan realistically.

6. Frustrated by "the system"

7. Extreme frustration of their environment; starting with the home and family; in many instances.

8. Easily misdirected.

9. Unable to work within guidelines of Board of Education i.e., with its stress on "middle-class America's" virtues; most of which are foreign to them.

C. The Overall Program:

Strengths:

1. Flexibility:
   a. staff hours
   b. meeting student's immediate needs, i.e. no appointments necessary
   c. finances
   d. program

Weaknesses:

1. Frequent lack of understanding and support from the very agencies we're working out of and understand i.e. N.Y. Urban League; N.Y.C. Board of Education; Benjamin Franklin High School

2. Highly interested in what we're trying to do. "We believe in it." (a self-evaluation.

3. Staff's youth and ethnic composition. Good rapport follows naturally.

4. Student-staff relationships permeated by mutual trust and respect.

5. Involvement with local community i.e. not necessarily with the formal agencies but, rather, with the people, i.e. the local community-at-large**

6. Varied strengths and talents of the staff; and readiness to assume multiple responsibilities employing these talents**

7. Ability to relate to student on part of all staff; including clerical. Students thus feel free to discuss family, financial, personal problems.

8. Program geared to needs of students at all levels. "We are not forced to meet other needs" i.e. "Regents..."*

9. A genuine concern for a positive response to the basic question which academy students ask daily, in hundreds of veiled, and not-so-veiled ways: "Do you really care about us?"

10. That so much (in terms of impact on individual students' lives) is being accomplished with so little, (in terms of staff, resources, and finances.)

2. To great a diversity of function (Note: this is a <u>strength</u>, to a point!) i.e. ..."too few people trying to do too many things..."

3. Low salaries and lack of regular increments of increase of pay.

4. Lack of cooperation and inter-relation with other community agencies which are involved in similar projects and attacking similar problems (Note: this seen by most as a matter of time; and not unwillingness.)

5. Difficulty in ascertaining priorities for action: i.e. time for administrative decisions.

6. Record keeping i.e. tracking of progress is improved by it but still lacking.

7. Lack of a visible and planned program of follow-up and research.

9. Lack of professional diagnostic and treatment. Competence for identifying and handling the more disturbed students.

V. ACHIEVEMENT OF STATED OBJECTIVES--OBJECTIVE V.
(Note: This was a verbally expressed objective and was not specified in the original proposal.)

A major expressed objective of Street Academy leadership has been to effect change in the institutions i.e., the public schools, which they feel contribute heavily to the problems which result in the need for a Street Academy. Street Academy staff and leaders remain in state of constant frustration because of their inability to make much headway along these lines. They do keep trying and there have been some small victories. Essentially, however, the "system" appears to remain relatively impervious, often not because of a lack of desire on the part of some school staff (i.e. principal, dean, guidance counselor, some teachers), but rather, because of inertia and size.

Some of the "victories" include continued Street Academy participation in the F.I.P.C. in the hope of using it as a meaningful instrument of communication and of change; the continued use of streetworkers in Benjamin Franklin High School; the continued cooperation with deans and guidance counselors; interaction with various school staff members in informal workshops and seminars i.e. the school's psychologist recently visited the Academy (a first but hopefully not a last visit) and met with the staff on problems of some of the students.

Most of the "change" however, remains in the minds of the Street Academy leadership; as can be noted in the document (included

as Appendix VII) recommending a "corporation for the Improvement of Benjamin Franklin High School." This is a sensitive plea for change which could very well be the single, most important "proposal" made by the Street Academy; which like so many of the agencies which do not have a permanent, regular funding base (as do the schools and colleges) diverts much of its energy into "proposal writing" in a competition for increasingly limited federal and private funds. One reason for some optimism is the recent one year self-study of Benjamin Franklin High School (in which Street Academy staff participated). Although massive changes have not yet taken place, such a study (completed in September, 1969) if implemented, even in part, could be a significant starting point for change.

III. Recommendations:

A. General Recommendations:

Urban Ed Inc.'s Evaluation Team has high, positive regard for the Street Academy program as a temporary institutional innovation, pending massive changes in the society and in the schools of the society which will reduce the need for such remedial, corrective, rehabilitative efforts. It is mandatory that such change take place--in the direction of the kinds of recommendations made in Appendix VII of this report--because of the high social and economic costs of failure to do so. The social costs in wasted human resources need not be dwelt on. They are obvious--and very visible--to any one who walks the streets of the ghettoes of America's large cities. The economic costs too, are massive. Programs like the Street Academy

with their stress on innovation and individualization, are very expensive. The costs are felt to be justified, but application of the dollars involved to genuinely innovative school and community programs effectively operated and coordinated by sensitive and well-trained staff--is felt to be the required preventive action which will eventually make projects like the Street Academy virtually unnecessary. Failure to make these changes will continue to produce what Kenneth Clark has referred to as "functional illiterates" (in his many writings, such as "DARK GHETTO" and in his speeches) and will make mandatory the expansion; rather than contraction; of programs like the Street Academy.

B. Specified Recommendations for the Street Academy:

1. Until such time as the above-referred to changes take place, (i.e. and there is no evidence that they will within the foreseeable future); the Benjamin Franklin High School-Urban League Street Academy should be continued, strengthened, and expanded in a variety of creative ways, as yet unforeseen or envisaged, based on intelligent review and continual assessment of strengths and weaknesses.

2. Although the numbers of students served this year has expanded; as the variety of programs; the staff size has remained constant. Thus, it can only result in dilution of effort. As size of population and programs increases; there should be appropriate and realistic increases in staff size.

3. Corollary to (2) is the need for staff salaries to increase in accordance with comparable positions elsewhere; with focus on the quality and need of the function rather than on formal academic and degree status. In addition, there should be a built-in personnel procedure which results either in raises as regularly established increments; or for merit at the discretion of the director. The present system, where experienced street workers, after three years, are still receiving the same pay scale is intolerable and can only result in staff resignations; which has been the case during the past year at the Academy.

4. There has been a marked improvement in administrative practices and procedures. The concept of the "cluster" seems to have introduced greater order and stability in planning than heretofore. (See sample of a typical meeting agenda attached as Appendix VIII.

a. However, the Director is still being expected to perform too many functions and this position should be reassessed. This implies hiring of additional staff or consultative help to perform some of the teaching, streetwork, proposal writing and other miscellaneous tasks now being performed by the Director as well as by the Assistant Director.

b. Continued improvement of the record keeping system is indicated. Although very much improved over last year; systematic records of student's progress through the program; disposition of student's and follow-up of students are still in need of strengthening.

5. There is a continuing need to affiliate with local colleges and universities for assistance in improvement of staff performance; and for consultation on curriculum, materials and methods.

a. Staff Training: The present formal and informal staff training which goes on within the program could and should be built on by appropriate consultation with recognized experts in the fields of reading, mental health and vocational guidance.

b. Curriculum, methods and materials: There was evidence of beginning efforts to do library research and to explore what other programs and agencies were doing in these areas. These are to be commended and need to be expanded so that the staff can take advantage of the most modern methods and techniques which have been developed; not only in colleges and universities; but in other programs serving the same kinds of populations, and meeting the same kinds of problems, as the Street Academy.

6. There must be introduced a formalized unit, within the Street Academy for follow-up, evaluation and research. Some areas which might be investigated with profit are:

a. The nature of the teaching process at the Academy. What makes for success? Is it the teacher's physical characteristics, mannerisms, personal style, theoretical and philosophical orientation? Can any of this be transmitted to others? How? What kind of personal background contributes to making an effective teacher in this setting?

What of "professional training"?

b. What about the stability of changes in students over time? This evaluation seems to have established that the students at the Academy (and their teachers) felt that they had improved their learning ability. There have been actual evidences of change in that a number of them have gone on to higher levels of education (some are even in college) or returned successfully, to situations in which they had previously failed (i.e. to high school.) They now have a greater desire to learn and to achieve. They state--and in many instances show--that they have acquired a perceived interest in achieving in spite of their socio-economic status or race. Being in this new environment (of the Street Academy) has provided them with contacts with others who have suffered similar deprivations and causes them to become more determined to overcome their deprivation.

However, how do we know that what we consider long-standing habits of hopelessness, and failure have indeed been broken? We know how stubborn even less complex habits (like smoking) can be. What evidence can be accumulated over the long-range? There must be provision for follow-up over time--since many of the changes being sought in these students can only come about and be demonstrated in terms of concrete behavioral changes and specific achievements over time.

Educators and psychologists must realistically face what blacks and Latins have been saying during recent months. They feel that the failure of students to achieve in our schools is due

to the failure of the schools to teach. Research should be directed toward evaluating whether students and dropouts who are the most obvious victims of our racist society can, indeed, maintain the strengths they may have gained from the Street Academy program.

1. (a) It is recommended that there be an extension of this Project involving cooperative endeavor between a large metropolitan high school in the process of change; and a community-based social innovation i.e. the Street Academy. There are many creative ways in which such an extension might be worked out.

(b) For any such extension to be effective, there must be greater evidence of a genuinely cooperative relationship than has been documented in this report. In the two years of investigations and evaluation; most of the "moves toward" seem to have been initiated by the Street Academy. As far as the high school staff is concerned, although pleased and delighted at the increased options for guidance, discipline and administrative actions, made possible by the availability of the Street Academy; and of Street Academy staff; for the most part, the Street Academy seems to be perceived as "...something out there..." For example, it is significant that with occasional exceptions (Franklin teachers serving as volunteer tutors at the Academy during the 1967-1968 academic year; recent conference of school's psychologist with Academy staff at the Academy); the Evaluation Team has rarely, if ever, encountered any Benjamin Franklin High School staff at the Academy. Such interactions, if more frequent, and if meaningful, could lead to significant outcomes in terms of some of the objectives suggested in Appendix VIII.

2. On a general level, the Evaluation Team does not presume to suggest the exact nature of needed changes, since Appendix VIII provides many potentially fruitful leads. In addition, it may be that change will come about by new forms of school and community organization which are as yet unimagined and unknown. It may be through similarly as yet undiscovered new teaching methods (or creative applications of old methods). It may be through similarly unknown combinations of old and new counseling or therapeutic techniques. It may be through forms of student-faculty-community-school administration cooperation in decision and policy making, which have only begun to be experimented with through vehicles of communication such as the F.I.P.C. (which it is recommended by continued, adapted and supported by all the participants.)

It may be that change will come about through none of the above; and that, instead, it will be catapulted upon us by dramatic events as yet unimagined. The important factor to be stressed is that change can only come about if it is perceived as resulting from a heavily traveled (two, or three or four way street, or series of streets.) Also to be stressed is that planned change will only come about in an atmosphere of openness, receptivity, and acceptance of the inevitability of change. It will not occur--or it will be slowed down--by closedness; by defensiveness and by resistance to change. Fortunately, the Benjamin Franklin High School administration and staff; and the street academy administration and staff have shown

more evidence of the possession of the positive former characteristics than of the negative ones, (latter.)

A promising concept which could lead to a multiplier effect growing out of the Street Academy's efforts would be a genuinely cooperative relationship between the public schools, members of the community, local (and other) universities and the total Street Academy system. An expanded, re-tooled and re-defined F.I.P.C.! Inputs and communication would then be established between the "producers" i.e. teachers, street workers, teacher and counselor educators; and the "consumers" i.e. students, dropouts, parents and the community. This might be achieved through a Board set-up similar to a Board of Trustees, entrusted with policy-making power. Therein lies the hope for the future!

APPENDICES

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APPENDIX I

URBAN ED, INC. EVALUATION STAFF MEMBERS

Dr. Michael A. Guerriero
Executive Director of Project
School of Education
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Dr. Madelon D. Stent
President of Urban Ed, Inc.
City University of New York
New York City New York

Mr. Wallace Warfield
Community Relations Service
U.S. Department of Justice
New York, New York

Mr. Marvin Gathers, Associate Director, Street Academy

Professor Hugh Banks
Vice Chancellor
New York University
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Mr. Leonard Gene Brown
Kolmer Job Corps Center
Edison, New Jersey

Mrs. Frances S. Covington
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Mr. Walter Dawkins
Harlem Teams for Self Help
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Professor Genevieve Loughran
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Professor Genaro Marin
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Brooklyn College
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Professor Marvin Siegelman
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Mrs. April Spriggs
Associate Nurse Coordinator
Adult Psychiatric Outpatient Clinic
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New York, New York

URBAN ED INC. 277 Broadway New York, New York 10007

APPENDIX II

NEIGHBORHOOD YOUTH CORPS PAY LINES

Proposed Job Description:
Job Title: Junior Assistant

I. Students in the Street Academy:

A. Students attend morning classes in the academy until 1:00 p.m. His time would be divided between morning classes and afternoon programs.

B. The students must work at least four hours in the afternoon in one of the following areas or in any other programs that might materialize for the summer. Each will be assigned to a program which will be one of his three choices. He will be responsible to the staff members in charge of each of the following:

1. Bill Botzow; Tutoring Program, teaching remedial subjects, supervising recreation games for pre-school and elementary children. Also, taking children on trips (grades 1-7).
2. Assisting Paulette Suber in organizing a softball tournament for girls.
3. Assisting Wallace Goodwin, Jerry Nixon and Jaime Vives in organizing a basketball tournament for boys.
4. Assist in the planning and preparation of group trips with Bill Seraile.
5. For the month of July the students in the street academy must be responsible for planning a major social event for all of the students in the program. Ed Brown, coordinator.
6. If there is a lunch program for the summer or the afternoon dinner (one a week) the girls would buy, prepare and serve the food, check with Nellie Hester for further information.
7. Male students would be responsible for cleaning the office (441 East 116th Street) and the Street Academy (First Avenue) once a day, cleaning windows, vacuuming, taking out garbage or other heavy jobs.
8. Assisting Paulette Suber in her sex education program (co-ed.)

C. It is absolutely mandatory that each student not only work, but participate in one of the programs.

D. (1) If a student is absent three consecutive days in the Street Academy classes, on his job and is not participating in one of the programs his check will be cancelled for that week.

(2) If a student is late three consecutive days his check will be held for a week.

If the students work performance does not improve the following week, the held check will be cancelled.

3. If lateness or repeated absence persists the student will automatically be fired. Legitimate excuses, such as illness will be accepted.

E. Each student will be required to submit a montly report of his job progress, cirticisms of the program, group relationships or other matters pertaining to this program. The report will be submitted to Bill Seraile or Nellie Hester.

II. Students who are not in the Street Academy:

A. Students who are not in the Street Academy will work twenty hours a week in one of the tutoring-recreation programs for pre-school and elementary school children. Students must assist or participate ten hours a week in one of the East Side Cluster programs for high school students. This is a total of thirty hours a week.

B. William Botzow and Anthony Molyneaux will structure each student's job in the tutoring-recreation program which will consist of a combination of the following:

1. Tutoring academic subjects.
2. Teaching games and supervising recreation.
3. Heading group discussions.
4. Planning and taking trips.
5. Being responsible for supplies, materials and equipment.
6. Each tutor will be required to keep a daily record of his tutee's progress.

C. Some trips will be of an extended nature involving a full day and/or night. Students are required to participate in a number of these trips.

D. Students must assist a staff member or participate in one of the special programs for high school students.

APPENDIX III

EAST SIDE CLUSTER, FIRST NATIONAL CITY BANK STREET ACADEMY

(in cooperation with Benjamin Franklin High School)

Report of Summer 1969 Program

Introduction:

In our last report we outlined a format. In conjunction with this approach, the following report covers the summer as an entire unit, much in the same way that we would analyze any other facet of our operation.

NOTE: This report was prepared by the Street Academy Staff and is included as an Appendix as evidence of the staff's development and growth in administrative sophistication; as well as to describe the outstanding summer program which was developed in the summer of 1969.

EAST SIDE CLUSTER REPORT*

Summer Report:

Summer 1969 for the East Side Cluster has been eventful. The summer saw numerous activities on various fronts.

I. THE STREET ACADEMY:

Under Ed Brown, our streetworker in charge of the academy, the academy focused its attention on social events during the summer months. Girls, numbering in the twenties, contributed to a successful summer program encompassing daily lunches, classes, numerous trips and social gatherings. The highlight for the academy students during the summer was a trip to the T.V. program "CANDID CAMERA."

II. COMMUNITY RELATIONS IMPROVED:

This summer marked a dramatic change in the clientele involved in our program. More people from the immediate geographic locale got involved. Noteworthy is the fact that our Puerto Rican residents became greatly involved in every aspect of our program. Consequently, our efforts this fall will have a greater impact due to the work that we did during the summer. Now we will be able to make use of our older youth, because they are starting to understand our "step ladder" approach.

III. PRIVATE SCHOOL PLACEMENTS AND ENCAMPMENTS:

Due to all out efforts of one of our administrators, the summer saw two of our students on a college campus in a special academic program. These two plus another gained entry (via scholarships) into Prop Schools this fall. This staff member wrote letters as far west as California in search of academic aid for these three students. "The Experiment in International Living" granted the East Side Cluster half a scholarship. Fortunately, we were able to secure money to supplement their scholarship and a college student was off to India for the entire summer.

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*FIRST NATIONAL CITY BANK

The summer also saw camp scholarships for four young East-siders. In addition, valuable camp information was made available to community parents.

IV. RECREATION:

The East Side featured a six week invitational basketball tourney culminating in trophies for teams finished first and second. Team "T" shirts were given out to each team member and a prized most valuable player trophy was presented to the outstanding player.

V. SWIMMING:

The East Side with the help of Columbia University and Jefferson Park ran a summer long swim-in. Two staff members, both of whom were registered life guards, accompanied daily groups numbering fifteen youths to the pool.

VI. SOFTBALL:

The East Side groomed a unit of softball players and eventually challenged all of the teams within a ten block radius of 116th Street. Our team won a great percentage of their games. Gloves, and shirts helped to make this group a "real team." The significance behind knitting this group into a team rests in the fact that a good number of these team members are now entering high school and they are learning to lean on each other for support. It's a kind of positive peer pressure that is greatly beneficial to youth of this age.

VII. TUTORING PROGRAM:

During the summer the tutoring program, as did the street academy, turned its attention more towards social and cultural events.

The tutoring administrator keynoted the summer program by rigging a three day back-pack hike to Vermont where they treked up the Appalachian trail. On Sunday morning, August 24, eight East Siders were 4,083 feet above the ground on Camel's Hump.

Four trips to State Parks marked another outstanding feature of this year's summer program, on which an average of 30 students of various ages went.

TRIPS:

As I have already mentioned, trips played a major part in much of our summer program. Hank Harrison and three East Siders highlighted this summer for the older youth by going to Washington, D.C. for two weeks where they met and conversed with several senators.

VIII. RECRUITTING:

The summer provided a good working base for our fall recruitment. Recruitting for the Street Academy got under-way around August 20th. The summer students within the Academy helped immensely. We had meetings and explained what goals we would like to reach by September 9th. The results of the work of these junior streetworkers could be measured by the fact that within the first week of Academy registration, our goal of thirty enrollees was reached.

IX. CONCLUSION AND FALL PROJECTIONS:

The impact of our staff's summer efforts carried us into the fall. Planning for the fall brought on new ideas and needed additions.

CURRICULUM CHANGES IN THE STREET ACADEMY:

This year greater concentration is to be placed on team teaching (Streetworker-Teacher). In addition to math, english, and history, seminars on streetwork, and a general science class will be added. A reading specialist is being sought to work on in depth reading problems. Classes rotate, and a definite time schedule for the length of each session has been worked on. As of now students will remain for forty school days. Also new for this fall is the insertion of "Encounters." An encounter is a controlled verbal confrontation, aimed at getting at the root of imbeded, deep-seated problems. An expert handles the session. In it each participant comes under constructive fire.

Testing for class grouping (homogeneity) and a final exam for self-evaluation, and analysis are key features in our fall curriculum.

APPENDIX IV

SUMMARY OF STAFF AND STUDENTS DURING TWO WEEKS OF SUMMER, 1969 PROGRAM

Benjamin Franklin High School-Urban League Street Academy
First Avenue, between 115 and 116 Streets

The staff at the Street Academy during this period, August 4 to 18, consisted of five males (3 black, 2 white). These were the people who had ongoing daily contact with the students attending the Academy.

The number of students attending classes* in the Academy varied from day to day. The range was 10-17. The ages of the students ranged from 14 to 17. Some of the students came daily, some once a week, and some every other week. There was roughly a two to one ratio of male students to female.

For detailed anecdotal record please see Appendix V which follows.

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*Another group of students, varying in size from fifteen to thirty five was involved in recreational activities, trips and educational programs operating out of the East Side Cluster Office (on East 116th Street.)

APPENDIX V

Anecdotal Record of August, 1969 Visits to Benjamin Franklin High School--Urban League Street Academy

Monday, August 4, 11:30 to 2:30:

First visit to the Street Academy on First Avenue. Introduced to office staff and staff working directly with the Street Academy students. Discussed with staff how I would be introduced to students. There are five staff members--two are primarily concerned with tutoring the students; the other three with program planning, interaction and recruitment.

Staff have had difficulty getting repairs made from flood and "bomb"* damage. The large room used by the students has been damaged by water leak (the floor and the ceiling). There was a lot of activity around cleaning this up. The students were playing records, talking and reading while I was there. The staff expressed concern with the students using the Academy as a clubhouse. There were fifteen students, nine female and six male.

Wednesday, August 6, 10:00 to 1:00:

Everyone was busy today. The students were going down to get "jobs" i.e., they would get paid at hourly rate for working in program developed by the Academy. Funds were apparently poverty funds allocated for "disadvantaged" young people. The students had to have working papers, social security cards, pictures and assistance in dressing for interview and behavior interview. Staff was quite busy helping youngsters get these things taken care of. The students were enthusiastic about the prospect of getting paid for work in the street academy program.

The staff decided to have a meeting Thursday or Friday to develop a meaningful program that would involve the students in relevant work activity.

Monday, August 11 10:00 to 2:00:

Things were better organized today. The beginnings of a schedule

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*Storefront plate-glass window as "bombed" in Summer 1968 described in our first report.

has been established. Testing (reading and math ability) of student has begun and some students are receiving tutoring. Further steps were also planned.

Work schedules are being established. There is a discussion about the Academy students recruiting more youngsters from the neighborhood and involving them through tutoring, cultural enhancement trips and work projects.

There were a number of new students (new to me, but known to the staff).

Wednesday, August 13, 10:00 to 2:00:

This is my fourth visit. Am beginning to get to know everyone by name. I think I have established some rapport with mainly the female students.

Sat in on a tutorial and testing session. Looked at tests and texts used for these.

Talked with three of the students about the Academy. They feel that there is less strictness and distance on part of staff toward them. This is in contrast to schools previously attended. Students view Academy as a "refuge" a place where they can relax, be trusted and understood.

Monday, August 18 10:00 to 2:00:

My last day until September. Things are tightening up--staff has a fairly regular schedule established.

COMMENTARY:

There is a lack of black female staff members working with students on a day-to-day basis. Female staff members could provide positive role models for the female students and also establish a rapport to enable them to discuss problems they feel uncomfortable discussing with male staff. The students are in the adolescent phase where they are exploring male-famale adult relationships. The presence of a heterogeneous staff would provide them with parental

surrogates of both sexes from whom they can learn adult male-female relationships as alternatives to images they may presently have.

The materials being used to test reading skills are too closely adapted from standard text and tests. The subject material lacks relevance to the life experience of the students. In evolving a program for "dropouts" it is important to depart from repeating past mistakes by using material used in standard curriculum but "watered down" for the dropout. Consideration should be given to using material that reflects the maturity of life experience of the students and deal with subjects the students recognize and feel are important.

In some of the texts used to test reading ability there is a distortion of history to fit "white nationalist" sentiments. For example one reading text test states that gunpowder was first used by Europeans. This may seem like a small distortion but it is the accumulation of distortions of this type that reinforces and perpetuates feelings of inferiority among third world students. The use of texts that do not have this distortion should be explored.

The staff has a great deal of difficulty getting repairs made on the academy building. The front of the building (display window area) is boarded up because of a bomb placed there a year ago. This damage has yet to be repaired. Inside, a water leak has damaged the tile floor and the ceiling of the main room. The staff has had difficulty getting the landlord to make the repairs.

This lack of repair communicates to the students a lack of concern for them and for the type of surroundings in which they receive their education.

RECOMMENDATIONS:

1. The hiring of more black female staff members.
2. Closer evaluation of the text and tests used with the students.
3. Active assistance and pressure from Urban League and funding agency on landlord to get repairs done.

Submitted by:
APRIL CROWE SPRIGGS
Psychiatric Social Worker

APPENDIX VI

Dear Parent:

On your (son/daughter) was enrolled as a student in the Urban League First National City Bank Street Academy program, which is specifically designed for community youngsters, with educational difficulties. This program has been operating successfully in the New York City area since 1965, and has helped to place many of its students in college. Street Academies are private educational centers that provide High School students with an academic education leading to an official High School diploma from one of our affiliated prep schools.

To help make our program work, we have created departments to provide legal, medical, recreational and employment services. We are also working on narcotics and housing.

I invite you to visit our Academy as soon as possible so that you may become familiar with the Academy and discuss program with us.

Please call me at my office 281-8850 ex. , to arrange for our meeting. Your interest and cooperation will be greatly appreciated and will help progress.

Sincerely yours,

FRANK TOWNSEND, Director
East Side Cluster
Urban League Street Academy
Program

APPENDIX VII

Corporation for the Improvement of Benjamin Franklin High School

I. DEFINITION OF THE PROBLEM:

The black student doesn't fit into the society into which he is forced to fit. He is a stranger in a foreign land. The educational system is a miniature replica of society as a whole. It is the microcosm which introduces the black child to the society with which he will be faced for the rest of his life. Aside from the Indian, the Negro has been in this country as long as any other group, yet he has been systematically excluded from American civilization. After three hundred years, he still feels the result of this exclusion, he still feels inferior. He feels failure. He is told at home that he can't make it. The most critical audience in the world is the Negro audience. Why?

In the system, and later in the country, the black student hears the myth that he can make it. Some do, at a price. Some get in the door but its never their door.

In this country, education hasn't liberated but has served to enslave the black student.

II. QUALIFICATIONS OF THE STREET ACADEMY GROUP: UNDERSTANDING THE BLACK STUDENT:

A. The Negro is not so much concerned with what is being taught, though this, too, is important; the Negro is more concerned with HOW things are taught. He is different because he comes out of a different bag. He listens differently. His concern is style, flow and grace; he is no. concerned with the end itself. For him, all that makes up what he is about is important. Therefore, the TEACHER rather than the stark naked course curriculum must be emphasized.

B. In order to do an effective study or create a workable school system, it is imperative to have an understanding of the economic, social and educational relationships as they exist. For example, economically the Negro is motivated by the drive to get ahead. Simultaneously, he wants to be down with things socially. The money is being made while he's getting down with the action. Transactions take place in bars. He has to make money, the money buys clothes. Clothes and money make him somebody, and give him a sense of identity.

C. Before a teacher can enter the classroom, he must understand his student's environment. How is a teacher going to teach when he doesn't know why a kid is nodding, when or why something is being passed, or how new clothes are gotten. A teacher can't just assume his own environment and teach from it, simply because he understands no other. How can a teacher run an effective classroom when scag is being dealt all over the place, when one and ones are commonplace; when

when a duecebag is being shared by three dudes, when everybody is carrying a fingernail file but nobody has nails, when the nod is mistaken for being tired, when a teacher talks but can't rap. Surely, a rap artist couldn't get a job in a college where he is supposed to talk. Yet, a talker can get a job where he should rap.

D. Teachers ought to realize that Black students are learning English as a foreign language. Just as Puerto Rican is different than Spanish, spoken English isn't what the Black student speaks at home.

E. Conclusion: Understanding has to be the first step to education.

III. PROPOSED DIRECTIONS:

A. Multi-track system:

Combination tracking is tracking students in two tracks where necessary. This method would provide a mobile yet sound system wherein a student during the course of his high school career would be armed with the academic courses good for college; on the other hand, a student who does not intend to follow a college career would also be prepared to compete in this economy. We have come to this conclusion because we see that in an economy as dynamic and expanding as ours there are fewer menial jobs and many more jobs that require the student's ability to go further than a fifth or sixth grade reading and math level. A productive, creative student who can cope with the demands of this increasingly complex economic system should be the goal of a technical course of study. You have then a young person equipped with the skills to compete effectively.

B. Guidance:

There has to be a constant interrelationship among the roles of teacher, guidance counselor and street worker. Each of these persons must be in constant communication on a regular basis. By the teacher knowing of a particular problem in a student's life, the teacher then may be able to reach out and relate to that student in a realistic, relevant way which gives that student the feeling that there is a real concern for him from all levels. This "reinforced stimulation" would thereby give a consistent evaluation of a pupil's direction by constantly aiding him in defining his goals and objectives. The conversion of all this would then be a concerted effort by all to help the student to achieve the goals.

A pupil is shaped by both his native intelligence and his environment. When a student's innate ability is being stifled by a highly restrictive environment, his potential cannot be accurately measured by the present system of testing, which unfairly determines the course of a student's four years in high school.

A revamped guidance department should constantly evaluate a pupil's progress (ability-interest) through personal relationships. The street worker's identity with the student and understanding of his total life makes him a key in the knowledge of why a student learns to fail--in every way. His contact beyond the hour of 3:00 p.m., gives a complete picture of every student which should be shared and constantly re-evaluated by teachers, guidance counselors, and street workers in full coordination.

IV. CONCLUSION:

Different from most or all other surveys by would-be specialists in the field of education who emphasize middle class changes because of their standing the forces that exist in the community. From what we have learned and felt due to our own experiences with urban education, the approach that needs deep consideration is one that places the society of the child in its proper context and moves from there. The forces as they exist and relate to our youngsters are as follows: economic, social and educational. Their relations are interwoven into a complex network that are not easily detected by people outside of this environment.

Submitted by:
East Side Cluster
The Street Academies Program
New York Urban League

Frank Townsend, Director
Marvin Gathers, Director of Guidance
William Stirling, English Department
William Seraile, History Department
Marvin Wilkinson, Mathematics Department

APPENDIX VIII

East Side Office Staff Meeting March 10, 1969

AGENDA:

I. Report of FIPC and Community Action
MARVIN GATHERS

II. Review and Endorsement of Tutoring Program
MARVIN GATHERS

III. College Information Program
POLLY ROBERTSON

IV. Our Financial Situation
FRANK TOWNSEND

a. Sources of Dollars

1. Board of Education
2. First National City Bank
3. Urban League
4. Hustles

a. technique
b. our fund-bank account and bookkeeping
c. tax deduction feature

b. Responsibilities

1. Know cost of program
2. Quarterly reports
3. Project needs and cost

c. Assign financial reports for current program

1. present program, cost and source of money
2. possibilities of new programs with projections of needs and cost